

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☒ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Dawn Carpenter

Official School Name: Franklin East Elementary School

School Mailing Address: 1753 East 8th Avenue
Mesa, AZ 85204-3617

County: Maricopa State School Code Number: 4917

Telephone: (480) 472-6431 E-mail: dmcarpen@mpsaz.org

Fax: (480) 472-6488 Web URL: http://www.mpsaz.org/franklin/east

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Michael Cowan Superintendent e-mail: mbcowan@mpsaz.org

District Name: Mesa Public Schools District Phone: (480) 472-0000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Steven Peterson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11AZ1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11AZ1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 57 Elementary schools
(per district designation) 13 Middle/Junior high schools
9 High schools
1 K-12 schools
80 Total schools in district
2. District per-pupil expenditure: 1740

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | | | # of Males | # of Females | Grade Total |
|---------------------------|------------|--------------|-------------|--|----|------------|--------------|-------------|
| PreK | 0 | 0 | 0 | | 6 | 58 | 44 | 102 |
| K | 58 | 71 | 129 | | 7 | 0 | 0 | 0 |
| 1 | 65 | 57 | 122 | | 8 | 0 | 0 | 0 |
| 2 | 53 | 59 | 112 | | 9 | 0 | 0 | 0 |
| 3 | 55 | 53 | 108 | | 10 | 0 | 0 | 0 |
| 4 | 58 | 53 | 111 | | 11 | 0 | 0 | 0 |
| 5 | 56 | 61 | 117 | | 12 | 0 | 0 | 0 |
| Total in Applying School: | | | | | | | | 801 |

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
3 % Asian
1 % Black or African American
21 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
73 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 8%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| | | |
|-----|---|------|
| (1) | Number of students who transferred to the school after October 1, 2009 until the end of the school year. | 13 |
| (2) | Number of students who transferred from the school after October 1, 2009 until the end of the school year. | 56 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 69 |
| (4) | Total number of students in the school as of October 1, 2009 | 846 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.08 |
| (6) | Amount in row (5) multiplied by 100. | 8 |

8. Percent limited English proficient students in the school: 2%

Total number of limited English proficient students in the school: 18

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 41%
 Total number of students who qualify: 329

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%
 Total number of students served: 47

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>22</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>18</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---------------------------------------|-------------------------|-------------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>1</u> | <u>0</u> |
| Classroom teachers | <u>33</u> | <u>5</u> |
| Special resource teachers/specialists | <u>1</u> | <u>6</u> |
| Paraprofessionals | <u>0</u> | <u>16</u> |
| Support staff | <u>2</u> | <u>14</u> |
| Total number | <u>37</u> | <u>41</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 96% | 95% | 95% | 96% |
| Daily teacher attendance | 94% | 92% | 93% | 93% | 93% |
| Teacher turnover rate | 11% | 0% | 4% | 0% | 0% |
| High school graduation rate | % | % | % | % | % |

If these data are not available, explain and provide reasonable estimates.

2009-2010: Two teachers as follows: 12-week FMLA leave and 4-week FMLA.

2008-2009: Three teachers as follows: 23 days FMLA, 28 days FMLA, 60 days FMLA and 23 days long-term medical leave.

2007-2008: No long-term leaves recorded. One teacher-23 absences due to illness*.

2006-2007: No long-term leaves recorded. One teacher-23 absences due to illness*.

2005-2006: One teacher-22 days FMLA. One teacher-24 absences due to illness*.

* The same teacher accrued excessive absences from 2005-2008.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

| | |
|--|-----------------|
| Enrolled in a 4-year college or university | _____ % |
| Enrolled in a community college | _____ % |
| Enrolled in vocational training | _____ % |
| Found employment | _____ % |
| Military service | _____ % |
| Other | _____ % |
| Total | _____ 0% |

PART III - SUMMARY

11AZ1

Franklin East Elementary School is one of five Franklin School campuses within the Mesa Public School system. The Mesa district is the largest in Arizona and educates more than 65,000 students. Franklin East, a Back-to-Basics school without attendance boundaries, is open to all parents choosing to enroll their children. A parental agreement of support form indicating that the parent is aware of school practices is signed by parents as a part of the enrollment process. Franklin East educates approximately 850 K-6 students each year using the academic model created in 1978. The school focuses on a precisely defined curriculum, using instructional strategies that complement the expectations of parents and are linked with the maturational characteristics of the students. The development of the original program evolved through numerous parental committees and these committees today assist the school in maintaining continuity and consistency in the instructional efforts of the highly trained faculty.

The Franklin academic program uses a phonics based approach to reading instruction entitled The Writing Road to Reading by Ramalda Spalding. The Spalding Method is a complete language arts approach providing explicit integrated instruction in spelling, writing, listening and reading comprehension. In combination with the The Writing Road to Reading, the reading curriculum is based on extensive use of high quality literature to further develop a love for reading in our students. Our highly detailed accelerated math program uses week-by-week, concept-by-concept overviews, or teacher guides, to insure appropriate review of each concept, guide the pace of instruction, provide necessary foundational development and takes into account the maturational and intellectual differences of students. In addition, these overviews provide concept consistency and continuity from grade level to grade level, allowing the teachers to use the best possible instructional materials, and strategies for each concept. The language program is based on principles of grammar and language analysis with the opportunity to develop precise, clearly understood written thought. Franklin East students learn traditional concepts of history, geography, and patriotism. In science, foundational concepts of earth, biological, chemical, and physical science enrich the students' understanding of the world. Research skills, using technology, are developed starting in kindergarten. Student learning is further enhanced in art, art masterpiece, music, music masterpiece, PE, health, safety, band, orchestra and sports opportunities. Attention to the whole child is developed through instruction in the following: character development, conflict resolution, and student government. The Franklin academic program enhances learning using a very specific, nightly homework program that includes minimum and maximum amounts of time spent on homework, delineated by grade level. The purposes of the homework program are to develop personal responsibility, time management skills, and serve as a communication tool with parents.

Some additional characteristics of Franklin East School include: discipline, which is based on firm and fair behavioral expectations that include parental involvement at the early stages of defining boundaries; extensive teacher in-service training; whole group instruction with small group and individual tutorial support by the classroom teachers to further help children focus on educational expectations; an extensive monitoring program details each child's progress in foundational skill areas; and teachers participate in Professional Learning Communities at each grade level to plan and implement the curricular guidelines.

Franklin's positive, caring climate enhances individual academic achievement and progression, resulting in students' development of respect for others, pride in self, and loyalty to country. As we strive for literary excellence, our goal is to guide children toward independence. Franklin East students are prepared to be successful in future academic endeavors, and our students pursue their future with the strength of character that reflects the ideals of education, confidence, and competence. Children excel at Franklin East. Parents support our program. The faculty and staff define professionalism. Within the scope of the Mesa Public School educational family, Franklin East gives its best to our students, our parents, our district, our community, our city, our state and our nation.

1. Assessment Results:

Franklin East Elementary has achieved the AZ Learns label of “Excelling” school for the past five years as determined by the Arizona criteria. We have also met federal adequate yearly progress, AYP consistently over this same time period.

Third through sixth graders are required to take Arizona’s Instrument to Measure Standards Dual Purpose Assessment, AIMS DPA, which contains standards based and TerraNova norm referenced questions. Students who score in the categories of “Exceeds” or “Meets” are considered having passed the subject on the AIMS DPA test. In 2010, second grade students were assessed using the Stanford 10, a norm referenced test. The TerraNova test was administered in 2005-2009. On the TerraNova test the median percentile is used as the total score. Further information on the AIMS DPA and Stanford 10 can be found on the Arizona Department of Education website at www.ade.az.gov/standards/.

In the most recent year’s data, an achievement gap was evident in our Hispanic and special education populations compared to our overall scores on the AIMS DPA Mathematics Assessment. Our Hispanic population scored 74% compared to the school’s average of 90% which was a decrease in student achievement from the previous year. The spring 2010 AIMS DPA was the first assessment of the 2008 Math Standard. As a result, student achievement scores decreased from the previous year across the district and state. The district average was 63% and the state average was 60% for the general population. Franklin East strives to meet the academic needs of all students and have taken the following steps to overcome this deficit: teachers have analyzed the data from the 2009-2010 AIMS DPA assessment to determine areas of deficit, focused on identified skills in Professional Learning Community discussions, and have developed and are implementing new interventions to improve student achievement mastery on the mathematics test.

Special education students scored 69% meets and exceeds the standard in mathematics. It is important to note that our special education students scored significantly higher on the AIMS DPA Mathematics test than either the district or the state regular education population. Again, this discrepancy may be explained by the implementation of assessment of the 2008 Math Standard which reflects a decrease in student achievement across the district and the state. Our Special Education teacher has analyzed the data from last year and is working with the classroom teachers to plan and implement explicit, systematic instruction to meet the learning needs of all special education students and to increase the percent of students passing on the current AIMS DPA Mathematics Assessment.

Franklin East third grade data indicates an upward trend of students meeting or exceeding the standard in reading on AIMS beginning in 2007-08 from 83% to 91% in 2009-2010. The state of Arizona and the Mesa Public School District’s average scores were 74% in 2009-2010. Third grade students showed a gain of 5% over the same three-year period in mathematics resulting in a score of 88%. State average was 64% and district average was 67% on the AIMS DPA Spring 2010 Assessment.

Fourth grade students at Franklin East have continuously increased the percentage of students meeting or exceeding the standard in reading beginning in 2006-07 from 90% to 98% in 2010. The state average was 72% and the district average was 74%. The average percent of students passing fourth grade mathematics has consistently been above 93% for all five years. The state average was 63% and the district average was 67%. Although the percentage fell in 2010, this was likely due to the implementation of testing based on the 2008 Math Standard.

Franklin East fifth data grade reflects an upward trend of students meeting or exceeding the standard in reading on AIMS beginning in 2007-08 from 87% to 93% in 2009-2010. The state of Arizona average was 72% and the district average was 74% in 2009-2010. Fifth grade students consistently scored in the 94-96% range in mathematics from 2005-09. In 2010, the percentage of students meeting the standard fell

to 88% due to the new math standard. The state average was 58% and district average was 61% on the AIMS DPA Spring 2010 Assessment.

Sixth grade students at Franklin East showed a gain of 6% overall from 2005-2010 in reading with an average of 97% in 2010. The state average was 78% and the district average was 82%. The average percent of students passing sixth grade mathematics has consistently been above 91% all five years. Although the percentage fell in 2010, this was likely due to the implementation of testing based on the 2008 Math Standard. The state average was 56% and the district average was 64%.

While teachers take pride in student achievement scores in mathematics and reading, they routinely collaborate in their grade level PLC meetings to develop and implement intervention strategies to improve student achievement.

2. Using Assessment Results:

Assessment data analysis is integral to the success of our program and provides our staff with valuable information used to inform optimal instruction at the classroom level, and more importantly, the individual student level. Teachers analyze assessment data and identify concepts and performance objectives from the state standards needing improvement. This data is then used to plan and implement explicit, systematic instruction to meet the learning needs of all students. At the beginning of the school year, the district's research and evaluation department provides reconfigured data sheets listing the AIMS DPA scores for the teacher's current students. The data is detailed by concept. Teachers especially focus on students who score in the falls far below or approaches categories. These students receive one-on-one assistance during the day for short periods of time and tutoring before or after school. Weekly formative assessments are given on items that include state performance objectives. Re-teaching is provided for students who do not master the given objective. Teachers at all grade levels participate in Professional Learning Communities and meet weekly to share ideas and strategies designed to meet the instructional needs of their grade level and individual students. Additionally, topics for professional development in-services to improve instructional practices and student achievement come from discussions regarding data held among the Franklin Principals' Council and the Franklin Curriculum Committee. Both of these groups meet monthly.

A key to our academic success is monthly progress monitoring in the foundational areas of phonics, spelling, reading comprehension, and mathematics. Teachers report scores to the principal. Scores are recorded for each student on individual academic profile cards. Classroom scores are then compared to established benchmarks for each of these foundational areas to measure classroom and individual student progress. Intervention for students who fall below the established benchmarks is provided by teachers. Progress monitoring and intervention ensures students are adequately prepared for state testing in April. Teachers also utilize weekly formative assessment data to determine areas of emphasis and to develop instructional strategies to address individual needs. Plans for providing students with tutorial or small group assistance are developed, and if necessary, accompanying assistance from parents is detailed in a Parent Prescription Plan. Teachers submit an Academic Accountability Form to the principal at the end of each six-week term to report students who are underperforming. These students are provided tutoring before or after school to support their individual academic needs.

3. Communicating Assessment Results:

Students' individual performance on the AIMS DPA is provided to parents in a student report at the beginning of the school year with a cover letter from Dr. Cowan, Superintendent of Mesa Public Schools. Detailed instructions on how to read and interpret the data are provided to parents with assessment results. The student report provides parents comprehensive data for each strand and concept in both reading and math. The Stanford 10 Norm-Referenced Test (NRT) is a component of AIMS DPA and shows how each child performed in comparison to a representative sample of students from the same grade level. Students are given a national percentile and a national stanine ranking as well.

In keeping with the deep involvement of parents in the Franklin program, the school-wide assessment data is discussed with the Franklin East Parent Council at their monthly meeting. The test data from the Franklin Schools is shared with Spalding Education International who uses the results to make comparisons in student achievement with schools utilizing similar programs. The local newspaper also publishes grade level results by school along with district and state averages. These public results serve to motivate teachers to perfect their instructional skills and to do everything within their power to assist children in improving their abilities.

Student performance is also communicated to students and parents using weekly folders containing assignments and assessments. Grades are given every six weeks on a report card. Parent-teacher conferences are held after the first and fourth six-week sessions. Progress is conveyed at least every three weeks prior to the issuing of report cards. As a result, parents are kept better informed of student achievement and students have more opportunities to improve their grades prior to receiving report cards. A daily homework note is sent home which parents are required to sign. Teachers communicate progress to parents with a personal phone call when necessary to work together for the student's benefit.

4. Sharing Lessons Learned:

Franklin East has shared its approach with many schools throughout the Phoenix metropolitan area through conferences and by welcoming on-site visitations. As a member of Spalding Educational International Foundation, the opportunity to provide administrative and instructional strategies associated with our language arts program to others occurs regularly. At the Spalding Education International Foundation Conference, student achievement data from schools using Spalding, including Franklin East, is shared with administrators and teachers from school districts in Arizona. Other participants are from schools in any of the fifty states or nine countries that use the Spalding method.

Several teachers and their administrator from Phoenix visited our site as they were establishing their traditional program. Key components of the Franklin model were shared: the Franklin philosophy and approach to student achievement and character building for our students, the Principal Orientation Model utilized with all families new to our school, and the strength of Spalding as an integrated language arts approach to instruction. These visitors went on a tour of our school to see first-hand the impact and power of the Spalding method on student learning, behavior, and demeanor in the classroom. On the state level many charter, private, and public schools have used Franklin East and its sister campuses as a model for bringing educational excellence to their students.

Franklin East works very closely with four other traditional schools within the Mesa Public School District. Our teachers participate in grade level professional learning communities to communicate regularly between sites sharing information, ideas, and curriculum in order to ensure instructional continuity between all campuses, implementation of best practices of instruction, and to develop instructional interventions for educational concerns. At monthly meetings, we share our ideas with other administrators within our district.

Future sharing will occur as we further interact with The Spalding Education International Foundation, enhance our school's website, and work with the district community relations department to communicate our successful approaches to educating children.

1. Curriculum:

Phonics and decoding, spelling, and handwriting are combined and taught in all grade levels as one subject with three components using Ramalda Spalding's The Writing Road to Reading. Students are assessed monthly to evaluate mastery of the following: the 70 foundational phonemes, student application of the rules that govern the use of the phonograms as they spell words, penmanship, and correct letter formation.

Reading is taught primarily using rich children's literature with varying vocabulary and content. All students are immersed and engaged in reading daily. Kindergarten and first grade teachers choose from over 180 titles for children to read at the rate of one book each day. The vocabulary and reading levels of the books increase over time in keeping with the progression of children's reading ability. Second and third grade teachers choose from over 50 titles throughout the school year. In fourth through sixth grade, students read two books concurrently every six-week period during literature time. One book is read orally and the class, under the direction of the teacher, constructs a written summary of significant events. The summary serves as an instructional tool to teach summarization and comprehension skills. The class also constructs a character identification profile listing each significant character as introduced in the book. The second book is read silently, and each child composes their own summary and character identification profile which are evaluated by the teacher to assess the student's level of comprehension. Our literacy program directly impacts students' reading comprehension and is assessed and monitored monthly using the McCall-Crabbs Test for Reading Comprehension.

The Franklin East core content academics: mathematics, language/grammar, and writing are outlined for teachers in curriculum overviews. The overviews contain the most essential learning objectives for students and instruction is scheduled for teachers weekly to ensure all concepts are taught during the school year. Teachers present all subject areas for a specified number of instructional minutes. For example math instruction begins with 100 minutes in kindergarten and increases to 325 minutes for sixth grade. All curriculums are completed annually and, as a result, teachers spend little time in the fall reviewing and teaching concepts from the previous year's curriculum as is the case in many schools. The structure and pacing of the overviews allow teachers to begin grade level curriculum early in the school year which is a significant advantage for student academic achievement. Instruction and pacing is monitored by the principal during frequent walk-through observations.

The Franklin mathematics program uses a four-pronged weekly overview to guide the pacing of instruction. Utilizing HBJ Mathematics Today as a primary source for concept development, teachers allocate time each day for foundational skill development, review of previously learned concepts, numeration concepts, and computational instruction and practice. The overviews contain a built-in system of review ensuring the number of instructional repetitions meets the learning needs of average and slightly below average students. Teachers actively engage students in learning through the utilization of the Seven-Step Instructional model. This model requires all students participate throughout the lesson and articulate their understanding in a variety of ways: justify the answer, explain the task analysis, or guide the teacher or another student through the process of solving a given problem. Teachers routinely check for understanding and provide tutorial assistance for students needing additional support. In sixth grade, students are separated into ability groups to accommodate the disparity among student abilities. The accelerated program ensures that higher performing students are well prepared to progress on an advanced learning track in junior high.

English, writing, and spelling are three subjects that are taught as one using the McMillan English program, supplemented by Easy Grammar and Six Trait Writing. Grammar, punctuation, and usage skills are presented using traditional methods in a whole group setting. Beginning with kindergarten all students develop a writing portfolio that shows their individual growth for each grade.

History, geography, and science instruction occur in a whole group setting using textbooks. Science kits and computer software programs supplement these subjects. Exposure to U.S. and world history, earth, chemical, biological and physical science concepts prepare students for further study.

Library and computer classes are taught by specialists using core-content concepts to help children develop research skills. Specialists provide instruction in PE and music for 50 minutes each week. PE follows the Pangrazzi Elementary Physical Education Developmental Program. The general music program includes rhythm, note reading, pitch, instrument identification, and masterpiece recognition which are taught sequentially. Various age appropriate health topics are presented by the school nurse.

Art is taught for 60 minutes each week by the classroom teacher. The district has developed curriculum and materials for Art Masterpiece and Music Masterpiece which are presented by trained parent volunteers. These parents lead discussions about a variety of famous paintings and musicians.

2. Reading/English:

Students learn to decode words using The Writing Road to Reading by Ramalda Spalding. Opportunities to develop fluency in oral and silent reading come from the daily reading of parent-approved literature sets and classical selections found in the Open Court texts. Each student has their own copy of the literature set. McCall-Crabbs Test Lessons in Reading is utilized to develop comprehension through analysis of selections that focus on main idea, detail, cause-effect, author's purpose, sequencing, and inference skills. Additional supplemental materials are utilized as needed. Students in fourth through sixth grade build comprehension skills while completing summarizations of significant events as they occur in a reading selection together with character identification profiles.

Students are assessed monthly using the Morrison-McCall Spelling Scale and McCall-Crabbs. Morrison-McCall is used to evaluate student application of the rules that govern the use of the phonograms in encoding. Mastery of encoding transfers to decoding and positively impacts reading fluency. McCall-Crabbs assesses reading comprehension. Students grades two through six are given pre and post Reading Skills Mastery Tests in August and May respectively. Data is analyzed to determine areas needing emphasis during the instructional year.

This multisensory approach to reading is used in the Franklin schools because it is systematic and allows the skills developed each year to be consistently reinforced in succeeding years. The program is simple, straightforward, and cost effective. It was chosen and partially developed by parents thereby increasing parental shareholding in the school. Over the course of their K-6 education at Franklin, students are exposed to over 375 different children's literature selections and many diverse authors. Teaching students through rich literature increases student vocabulary, comprehension, and desire to read. Students are motivated by the complete story lines evident within quality literature. This program exposes children to different types of writing and writing styles and assists in leading students to become proficient, creative writers. Success is evident by the students' performance on all assessment tools and is motivational to teachers and children alike.

3. Mathematics:

The mathematics program at Franklin East reflects our mission to train the intellect of children in such a way that they will have greater choice, be competitive, and be well prepared for success when they enter junior high school programs. The curriculum is foundational in nature. HBJ Mathematics Today is the primary text used for instruction and is complemented with a teacher compiled, grade level curriculum overview. Using these resources, teachers draw from the best materials available by concept to assure student success.

Yearly curriculum overviews outline week-by-week instructional concept expectations at each grade level, kindergarten through sixth. The curriculum overviews have been developed to deliver systematic, explicit, and spiraled instruction. In addition to detailing what to teach and how much time should be

spent teaching it, overviews ensure that teachers will include instructional time each day for the four components of Franklin the Mathematics Program: foundational practice, systematic review, numeration skills, and computational skill development. These curriculum guides also provide continuity and consistency from grade level to grade level creating a secure learning system that benefits the average and below average student. The rigorous content and pacing keeps the above average student challenged. Whole group instruction with a tutorial component allows teachers to maximize the use of time allocated to mathematics.

The program has a system of foundational monitoring. Teachers track their students' progress with monthly multiplication and subtraction timed tests. Pre and post testing data derived from the Mathematics Skills Mastery exams help teachers inform instruction as specific areas of need are identified. Additionally, these assessments allow teachers to build on students' successes each year. This curriculum was also chosen by parents because of its simple, straightforward approach. The program reflects strong logic development and application components. The 32-year history of this program has produced a myriad of successful mathematicians, teachers, doctors, dentists, lawyers, engineers, accountants, researchers, and scientists that attribute their love of mathematics to their elementary experience.

4. Additional Curriculum Area:

While most schools view technology in terms of resources available within the school for teacher use, Franklin East prides itself on emphasizing student learning through the utilization of the computer and its many applications to enhance knowledge and conduct meaningful research. As in other areas of the curriculum, careful attention has been paid to the computer lab curriculum to ensure continuity of instruction from grade level to grade level. Performance objectives for student achievement are outlined on a curriculum map to ensure students attain computer proficiency by the end of sixth grade. Instruction is provided by a computer lab specialist who has been trained and is proficient in utilizing all of the targeted applications. Students practice using content related to the Franklin core curriculum.

A hierarchy of skills associated with computer literacy was developed and then adopted by the parents. This hierarchy is as follows: students are to learn basic computer skills involving computer mechanics and care, program selection, and mouse use. Keyboarding skills are next in importance, followed closely by fundamental skills in Word, PowerPoint, the Internet, and Excel programs. It is imperative to stress the importance of not permitting games to become a dominant strategy used to develop fundamental skills. Students become proficient on the computer by applying learned computer skills through practice utilizing core curricular concepts. For example, students learn and practice PowerPoint skills simultaneously with researching and creating their Country Report. The result is an integrated curriculum of library/internet research, computer skills, and core content objectives.

Instruction for kindergarten and first grade students focuses on the parts of the computer and correct use and care of the equipment. Our core mathematics curriculum is integrated with the technology curriculum as students learn mouse control and basic computer skills through the use of games.

In second and third grade, the major focus shifts towards typing skills, word processing documents, and the use of the computer to communicate with each other. Using Microsoft Word, students are taught to use formatting tools such as: line spacing and justification of text, bullets, tabs, font size and font style selection while practicing with content specific to their grade-level.

Intermediate students, grades four through sixth, learn to navigate through and master Microsoft Word, Excel, and PowerPoint. The students use the computer and library to research topics aligned with the curriculum to create brochures, pamphlets, and PowerPoint presentations to enhance learning.

5. Instructional Methods:

The overall instructional plan at Franklin East utilizes a Pre-teach / Teach / Re-teach strategy. Direct whole-group instruction is delivered through The Seven Steps of Instruction model which is an enhanced version of the Essential Elements of Instruction. These seven steps include: Teacher Introduction, Teacher Explanation, Teacher Demonstration, Student Explanation with Teacher Demonstration, Student Explanation with other Student Demonstration, Student Independent Practice with Teacher Check, and Homework. Teachers are able to easily determine if students understand the objective before they begin completing their independent practice. Students requiring additional instruction receive tutorial and small group assistance during recesses and lunch. Our teachers tutor students needing additional support at least twice a week for thirty minutes before or after school. Grade level and specific subject matter instructional strategies are used and monitored to achieve maximum student growth.

At the end of the school year, teachers rank each child in their classroom based on their perception of the student's overall academic strength. These rankings are used to create academically balanced classrooms at each grade level. This balanced approach allows the principal to compare classroom academic performances in meaningful ways, and provide support to the classroom teachers where it most needed. Yearly curriculum overviews guide the teachers at each grade level in each subject. These overviews help make sure that the instruction of each identified concept is given adequate time and that the number of instructional repetitions is appropriate for the majority of the students. Overviews simplify and reduce planning time as well as provide for increased continuity and consistency for students in all grade levels and in all classrooms of each grade level. While daily homework, with specific minimum and maximum times, is a major component of Franklin East's instructional plan, the primary benefit for students is the development of lifelong time management and personal responsibility skills.

6. Professional Development:

Teachers at Franklin East are required to be trained in The Spalding Integrated Language Arts program prior to their first year of contract. This 45 hour in-service class is a condition of employment to ensure all teachers are proficient in delivering Spalding instruction precisely. Spalding integrates the language arts curriculum and effectively teaches students the following: phonemic awareness, phonics, decoding and encoding, reading fluency and comprehension, text structure, and language structure. Additionally, Spalding instruction has a strong writing component in which students are taught to compose various genres successfully. This continuity of integrated instruction in kindergarten through sixth grade is integral to the high level of academic achievement attained by our students.

During the summer between the first and second year of teaching, staff members repeat the initial Writing Road to Reading course to solidify their understanding of the program. New teachers are assigned a mentor who assists them in understanding all aspects of the Franklin program. Between the second and third year of employment teachers attend the Writing Road to Reading II course, a 45 hour in-service. This course focuses on reading comprehension strategies and writing while continuing to reinforce the Spalding method.

During the 2009-2010 school year teachers participated in Objectives Training which focused on the following components of the objective: Do, Assess, and Level of Thinking. Student achievement has been positively impacted because greater emphasis has been placed on student knowledge of the instructional focus, check for understanding, and higher level questioning and thinking.

Franklin teachers receive in-service instruction annually on topics such as: Seven Steps of Instruction, Franklin Curriculum Overviews, Components of Franklin Mathematics, Effective Writing Strategies, Consistency and Continuity of Instruction, and Task Analysis. In-services are presented by the principal, the curriculum and instruction specialist, and veteran teachers. The Faculty Curriculum Committee sometimes identifies topics for professional development to improve instruction and student achievement.

The Mesa Public Schools Professional Development Department provides training in the content areas of reading, mathematics, writing, science, and social studies. Professional development is also available to teachers in curriculum, instructional delivery, and current cognitive research. The majority of teachers at our site have taken courses on Six Trait Writing and Positive or Conscious Discipline. Franklin faculty members have recently completed or are in the process of completing the two courses in Structured English Immersion required by the state of Arizona.

7. School Leadership:

The principal focuses on four major areas of emphasis as the leader of the school: curriculum and instruction, non-instructional school management, ethics and professional standards, and school mission, vision, and improvement goals.

Curriculum and instruction leadership is integral to ensuring students are actively engaged in learning and teachers are effectively managing their classrooms. A veteran third grade teacher at Franklin East was struggling to implement the components of Spalding successfully. A difficult conversation was held with the teacher. The principal was able to convince the teacher to engage in professional development to improve his Spalding instruction by using data collected during walk-through observations. A plan was implemented as follows: the curriculum and instructional specialist would observe the teacher, meet with the teacher to discuss observations, and then systematically target individual components of Spalding by teaching, modeling, and observing the teacher in action. Over time, the teacher showed improvement, but not mastery. The principal then began a partnership with the teacher and routinely observed Spalding in the classroom and gave specific, immediate feedback to improve instruction. All of the components of Spalding are now being delivered effectively, students are enjoying the full benefit of Spalding, and the teacher's pride and confidence has been restored.

The principal exemplifies high-quality standards, expectations, and performance when managing the school. She implements operational procedures designed to maximize opportunities for successful learning, resolves problems and conflicts in a timely manner, supports continuous improvement, and manages fiscal resources of the school responsibly. General Education Allocation funding during the 2009-10 school year was limited and teachers had little support for instruction and intervention. A proposal for additional funds was submitted to the director of accounting and was approved for 2010-11. Instructional aide hours have been increased and new aides were hired which will benefit student achievement.

Decisions are founded on ethical principles and professional standards. The principal demonstrates values, beliefs, and attitudes that inspire others to greater levels of achievement, treats all persons with fairness, dignity, and respect, considers the well-being of students in all decision making, and fulfills all professional duties with honesty and integrity always acting in a trustworthy and responsible manner.

Attention to the vision and mission of the school by the principal is evident as conversations with teachers, the Franklin Parent Organization, and the Franklin Curriculum Committee center on continuous school improvement to promote academic and behavioral excellence for all students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: Stanford/ TerraNova

Edition/Publication Year: Tenth Edition/Copyright 2008/

Publisher: NCS Pearson, INC./ CTB

Copyright 2001- 2007

McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Stanine 3+/ 7-9 | 99 | 99 | 100 | 99 | 99 |
| Stanine 7-9 | 63 | 68 | 67 | 64 | 61 |
| Number of students tested | 111 | 121 | 111 | 107 | 114 |
| Percent of total students tested | 97 | 99 | 97 | 96 | 97 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Stanine 3+/ 7-9 | 97 | 100 | 100 | 100 | 89 |
| Stanine 7-9 | 61 | 52 | 53 | 54 | 47 |
| Number of students tested | 49 | 46 | 32 | 35 | 30 |
| 2. African American Students | | | | | |
| Stanine 3+/ 7-9 | | | | | |
| Stanine 7-9 | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Stanine 3+/ 7-9 | 96 | 100 | 100 | | 94 |
| Stanine 7-9 | 87 | 19 | 26 | | 50 |
| Number of students tested | 23 | 26 | 19 | | 18 |
| 4. Special Education Students | | | | | |
| Stanine 3+/ 7-9 | | | | | |
| Stanine 7-9 | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Stanine 3+/ 7-9 | | | | | |
| Stanine 7-9 | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| Stanine 3+/ 7-9 | 100 | 100 | 100 | 100 | 100 |
| Stanine 7-9 | 66 | 83 | 77 | 60 | 66 |
| Number of students tested | 83 | 87 | 87 | 89 | 89 |
| NOTES: | | | | | |

11AZ1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: Stanford 10/TerraNova

Edition/Publication Year: 10th Edition/Copyright
2008/Copyright 2001 - 2007

Publisher: NCS Pearson Inc./CTB
McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Stanine of 3+/Stanine 7-9 | 99 | 99 | 100 | 100 | 100 |
| Stanine 7-9 | 37 | 34 | 50 | 40 | 45 |
| Number of students tested | 111 | 120 | 111 | 107 | 114 |
| Percent of total students tested | 97 | 98 | 97 | 96 | 97 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Stanine of 3+/Stanine 7-9 | 97 | 97 | 100 | 100 | 100 |
| Stanine 7-9 | 37 | 31 | 31 | 40 | 33 |
| Number of students tested | 49 | 45 | 32 | 35 | 30 |
| 2. African American Students | | | | | |
| Stanine of 3+/Stanine 7-9 | | | | | |
| Stanine 7-9 | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Stanine of 3+/Stanine 7-9 | 96 | 100 | 100 | | 100 |
| Stanine 7-9 | 26 | 23 | 47 | | 39 |
| Number of students tested | 23 | 26 | 19 | | 18 |
| 4. Special Education Students | | | | | |
| Stanine of 3+/Stanine 7-9 | | | | | |
| Stanine 7-9 | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Stanine of 3+/Stanine 7-9 | | | | | |
| Stanine 7-9 | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| Stanine of 3+/Stanine 7-9 | 99 | 99 | 100 | 100 | 100 |
| Stanine 7-9 | 41 | 40 | 52 | 46 | 48 |
| Number of students tested | 83 | 87 | 87 | 89 | 89 |
| NOTES: | | | | | |

11AZ1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: AIMS DPA/AIMS DPA

Edition/Publication Year: 2010/ Copyright 1997 Publisher: Pearson Education, Inc./CTB McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets/ Exceeds | 88 | 85 | 83 | 90 | 88 |
| Exceeds | 40 | 42 | 36 | 29 | 33 |
| Number of students tested | 106 | 115 | 110 | 109 | 114 |
| Percent of total students tested | 97 | 98 | 96 | 96 | 98 |
| Number of students alternatively assessed | 3 | 2 | 4 | 4 | 2 |
| Percent of students alternatively assessed | 3 | 2 | 4 | 4 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets/ Exceeds | 77 | 79 | 81 | 86 | 81 |
| Exceeds | 37 | 21 | 22 | 47 | 32 |
| Number of students tested | 43 | 38 | 37 | 35 | 31 |
| 2. African American Students | | | | | |
| Meets/ Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets/ Exceeds | 65 | 79 | 54 | 77 | 79 |
| Exceeds | 26 | 16 | 0 | 18 | 5 |
| Number of students tested | 23 | 19 | 13 | 22 | 19 |
| 4. Special Education Students | | | | | |
| Meets/ Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets/ Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| Meets/ Exceeds | 96 | 87 | 86 | 95 | 92 |
| Exceeds | 47 | 49 | 43 | 34 | 39 |
| Number of students tested | 74 | 89 | 87 | 79 | 89 |
| NOTES: | | | | | |

11AZ1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: AIMS DPA/AIMS DPA

Edition/Publication Year: 2010/Copyright 1997 Publisher: Pearson Education, Inc./CTB McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets /Exceeds | 91 | 88 | 82 | 87 | 88 |
| Exceeds | 23 | 24 | 17 | 26 | 25 |
| Number of students tested | 106 | 115 | 110 | 109 | 114 |
| Percent of total students tested | 97 | 98 | 96 | 96 | 98 |
| Number of students alternatively assessed | 3 | 2 | 4 | 4 | 2 |
| Percent of students alternatively assessed | 3 | 1 | 4 | 4 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets /Exceeds | 84 | 84 | 78 | 74 | 77 |
| Exceeds | 16 | 21 | 16 | 14 | 16 |
| Number of students tested | 43 | 38 | 37 | 35 | 31 |
| 2. African American Students | | | | | |
| Meets /Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets /Exceeds | 84 | 78 | 77 | 64 | 74 |
| Exceeds | 4 | 11 | 0 | 5 | 11 |
| Number of students tested | 23 | 19 | 13 | 22 | 19 |
| 4. Special Education Students | | | | | |
| Meets /Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets /Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| Meets /Exceeds | 96 | 90 | 85 | 96 | 93 |
| Exceeds | 30 | 27 | 21 | 33 | 29 |
| Number of students tested | 74 | 89 | 87 | 79 | 89 |
| NOTES: | | | | | |

11AZ1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: AIMS DPA/AIMS DPA

Edition/Publication Year: 2010/Copyright 1997 Publisher: Pearson Education, Inc/CTB McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets/ Exceeds | 93 | 95 | 96 | 95 | 97 |
| Exceeds | 54 | 58 | 53 | 66 | 65 |
| Number of students tested | 111 | 120 | 103 | 114 | 109 |
| Percent of total students tested | 100 | 100 | 98 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 2 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets/ Exceeds | 89 | 96 | 92 | 94 | 95 |
| Exceeds | 36 | 47 | 55 | 48 | 57 |
| Number of students tested | 44 | 45 | 38 | 33 | 37 |
| 2. African American Students | | | | | |
| Meets/ Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets/ Exceeds | 84 | 89 | 87 | 91 | 92 |
| Exceeds | 16 | 17 | 44 | 41 | 42 |
| Number of students tested | 19 | 18 | 23 | 22 | 12 |
| 4. Special Education Students | | | | | |
| Meets/ Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets/ Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| Meets/ Exceeds | 94 | 97 | 99 | 97 | 98 |
| Exceeds | 62 | 70 | 57 | 74 | 69 |
| Number of students tested | 85 | 92 | 74 | 85 | 89 |
| NOTES: | | | | | |

11AZ1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: AIMS DPA/AIMS DPA

Edition/Publication Year: 2010/Copyright 1997 Publisher: Pearson Education, Inc/CTB McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets/Exceeds | 98 | 91 | 91 | 90 | 94 |
| Exceeds | 32 | 24 | 26 | 36 | 29 |
| Number of students tested | 111 | 120 | 103 | 114 | 109 |
| Percent of total students tested | 100 | 100 | 98 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 2 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 2 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets/Exceeds | 98 | 91 | 87 | 82 | 89 |
| Exceeds | 32 | 18 | 11 | 24 | 14 |
| Number of students tested | 44 | 45 | 38 | 33 | 37 |
| 2. African American Students | | | | | |
| Meets/Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets/Exceeds | 100 | 83 | 83 | 82 | 83 |
| Exceeds | 16 | 0 | 13 | 18 | 0 |
| Number of students tested | 19 | 18 | 23 | 22 | 12 |
| 4. Special Education Students | | | | | |
| Meets/Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets/Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| Meets/Exceeds | 98 | 93 | 93 | 93 | 97 |
| Exceeds | 37 | 29 | 32 | 42 | 36 |
| Number of students tested | 85 | 92 | 74 | 85 | 89 |
| NOTES: | | | | | |

11AZI

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: AIMS DPA/AIMS DPA

Edition/Publication Year: 2010/ Copyright 1997 Publisher: Pearson Education, Inc./CTB McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets/ Exceeds | 88 | 95 | 94 | 95 | 96 |
| Exceeds | 49 | 55 | 59 | 55 | 50 |
| Number of students tested | 114 | 108 | 111 | 114 | 97 |
| Percent of total students tested | 99 | 100 | 100 | 99 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets/ Exceeds | 87 | 93 | 91 | 95 | 95 |
| Exceeds | 39 | 56 | 41 | 43 | 25 |
| Number of students tested | 46 | 41 | 32 | 37 | 20 |
| 2. African American Students | | | | | |
| Meets/ Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets/ Exceeds | 61 | 85 | 86 | 88 | 100 |
| Exceeds | 11 | 35 | 33 | 19 | 8 |
| Number of students tested | 18 | 26 | 21 | 16 | 13 |
| 4. Special Education Students | | | | | |
| Meets/ Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets/ Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| Meets/ Exceeds | 92 | 99 | 95 | 97 | 96 |
| Exceeds | 57 | 62 | 68 | 64 | 56 |
| Number of students tested | 88 | 77 | 81 | 90 | 80 |
| NOTES: | | | | | |

11AZ1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: AIMS DPA/AIMS DPA

Edition/Publication Year: 2010/Copyright 1997 Publisher: Pearson Education, Inc./CTB McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets/ Exceeds | 93 | 94 | 87 | 91 | 91 |
| Exceeds | 14 | 17 | 22 | 20 | 27 |
| Number of students tested | 114 | 108 | 111 | 114 | 97 |
| Percent of total students tested | 99 | 100 | 100 | 99 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets/ Exceeds | 91 | 90 | 81 | 84 | 85 |
| Exceeds | 9 | 10 | 19 | 11 | 10 |
| Number of students tested | 46 | 41 | 32 | 37 | 20 |
| 2. African American Students | | | | | |
| Meets/ Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets/ Exceeds | 83 | 92 | 81 | 63 | 77 |
| Exceeds | 6 | 4 | 14 | 0 | 8 |
| Number of students tested | 18 | 26 | 21 | 16 | 13 |
| 4. Special Education Students | | | | | |
| Meets/ Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets/ Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| Meets/ Exceeds | 94 | 96 | 88 | 96 | 92 |
| Exceeds | 15 | 22 | 25 | 26 | 31 |
| Number of students tested | 88 | 77 | 81 | 90 | 80 |
| NOTES: | | | | | |

11AZ1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: AIMS DPA/AIMS DPA

Edition/Publication Year: 2010/Copyright 1997 Publisher: Pearson Education, Inc./CTB McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets/ Exceeds | 91 | 95 | 96 | 96 | 95 |
| Exceeds | 62 | 60 | 58 | 54 | 58 |
| Number of students tested | 102 | 103 | 115 | 84 | 102 |
| Percent of total students tested | 100 | 99 | 99 | 100 | 100 |
| Number of students alternatively assessed | 0 | 1 | 1 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 1 | 1 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets/ Exceeds | 88 | 96 | 94 | 88 | 92 |
| Exceeds | 57 | 47 | 50 | 24 | 52 |
| Number of students tested | 49 | 30 | 36 | 17 | 25 |
| 2. African American Students | | | | | |
| Meets/ Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets/ Exceeds | 85 | 90 | 81 | 100 | 86 |
| Exceeds | 46 | 38 | 6 | 18 | 38 |
| Number of students tested | 26 | 21 | 16 | 11 | 21 |
| 4. Special Education Students | | | | | |
| Meets/ Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets/ Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| Meets/ Exceeds | 94 | 96 | 99 | 98 | 97 |
| Exceeds | 68 | 69 | 67 | 59 | 61 |
| Number of students tested | 72 | 74 | 92 | 68 | 76 |
| NOTES: | | | | | |

11AZI

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: AIMS DPA/AIMS DPA

Edition/Publication Year: 2010/Copyright 1997 Publisher: Pearson Education, Inc./CTB McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets/Exceeds | 97 | 95 | 94 | 94 | 91 |
| Exceeds | 26 | 17 | 35 | 25 | 15 |
| Number of students tested | 102 | 103 | 115 | 84 | 102 |
| Percent of total students tested | 100 | 99 | 99 | 100 | 100 |
| Number of students alternatively assessed | 0 | 1 | 1 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 1 | 1 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets/Exceeds | 94 | 93 | 89 | 88 | 80 |
| Exceeds | 27 | 10 | 25 | 12 | 8 |
| Number of students tested | 49 | 30 | 36 | 17 | 25 |
| 2. African American Students | | | | | |
| Meets/Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets/Exceeds | 93 | 90 | 75 | 82 | 81 |
| Exceeds | 19 | 10 | 0 | 0 | 19 |
| Number of students tested | 26 | 21 | 16 | 11 | 21 |
| 4. Special Education Students | | | | | |
| Meets/Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets/Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| Meets/Exceeds | 100 | 95 | 97 | 96 | 93 |
| Exceeds | 29 | 20 | 41 | 31 | 13 |
| Number of students tested | 72 | 74 | 92 | 68 | 76 |
| NOTES: | | | | | |

11AZ1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets/Exceeds | 90 | 92 | 92 | 93 | 92 |
| Exceeds | 51 | 54 | 52 | 51 | 51 |
| Number of students tested | 433 | 446 | 439 | 421 | 422 |
| Percent of total students tested | 99 | 99 | 98 | 99 | 99 |
| Number of students alternatively assessed | 3 | 3 | 7 | 4 | 2 |
| Percent of students alternatively assessed | 1 | 1 | 2 | 1 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets/Exceeds | 85 | 90 | 90 | 91 | 90 |
| Exceeds | 43 | 43 | 42 | 34 | 43 |
| Number of students tested | 182 | 154 | 143 | 122 | 113 |
| 2. African American Students | | | | | |
| Meets/Exceeds | | | 90 | 77 | 73 |
| Exceeds | | | 20 | 15 | 27 |
| Number of students tested | | | 10 | 13 | 11 |
| 3. Hispanic or Latino Students | | | | | |
| Meets/Exceeds | 74 | 86 | 79 | 87 | 88 |
| Exceeds | 27 | 27 | 25 | 25 | 23 |
| Number of students tested | 86 | 84 | 73 | 71 | 65 |
| 4. Special Education Students | | | | | |
| Meets/Exceeds | 69 | 76 | 75 | 94 | 90 |
| Exceeds | 31 | 35 | 25 | 50 | 35 |
| Number of students tested | 16 | 17 | 16 | 18 | 20 |
| 5. English Language Learner Students | | | | | |
| Meets/Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| Meets/Exceeds | 94 | 94 | 95 | 97 | 96 |
| Exceeds | 59 | 62 | 59 | 58 | 56 |
| Number of students tested | 319 | 332 | 334 | 322 | 334 |
| NOTES: The school average was obtained by using the data from grades 3-6 which were measured with a state-criterion assessment. | | | | | |

11AZ1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets/Exceeds | 95 | 91 | 89 | 90 | 90 |
| Exceeds | 24 | 21 | 25 | 27 | 24 |
| Number of students tested | 433 | 446 | 439 | 421 | 422 |
| Percent of total students tested | 99 | 99 | 98 | 99 | 99 |
| Number of students alternatively assessed | 3 | 3 | 7 | 4 | 2 |
| Percent of students alternatively assessed | 1 | 1 | 2 | 1 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets/Exceeds | 85 | 90 | 84 | 81 | 83 |
| Exceeds | 43 | 15 | 17 | 16 | 12 |
| Number of students tested | 182 | 154 | 143 | 122 | 113 |
| 2. African American Students | | | | | |
| Meets/Exceeds | | | 80 | 85 | 73 |
| Exceeds | | | 20 | 0 | 0 |
| Number of students tested | | | 10 | 13 | 11 |
| 3. Hispanic or Latino Students | | | | | |
| Meets/Exceeds | 89 | 86 | 79 | 72 | 79 |
| Exceeds | 12 | 27 | 8 | 7 | 11 |
| Number of students tested | 86 | 84 | 73 | 71 | 65 |
| 4. Special Education Students | | | | | |
| Meets/Exceeds | 87 | 71 | 56 | 78 | 60 |
| Exceeds | 13 | 12 | 0 | 33 | 10 |
| Number of students tested | 16 | 17 | 16 | 18 | 20 |
| 5. English Language Learner Students | | | | | |
| Meets/Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| Meets/Exceeds | 97 | 93 | 89 | 95 | 94 |
| Exceeds | 27 | 25 | 30 | 33 | 28 |
| Number of students tested | 319 | 332 | 334 | 322 | 334 |
| NOTES: The school average was obtained by using the data from grades 3-6 which were measured with a state-criterion assessment. | | | | | |

11AZ1